

Textbook Alignment to the Utah Core – Music Aesthetics

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list
(www.schools.utah.gov/curr/imc/indvendor.html.) Yes _____ No _____*

Name of Company and Individual Conducting Alignment: _____

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Music Aesthetics Core Curriculum

Title: _____ **ISBN#:** _____

Publisher: _____

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: _____%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____%

STANDARD I: (Perform): Students will use body, voice, and instruments as means of musical expression.

Percentage of coverage in the *student and teacher edition* for Standard I: _____%

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: _____%

OBJECTIVES & INDICATORS

Coverage in Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.)

Coverage in Ancillary Material (titles, pg #'s, etc.)

Not covered in TE, SE or ancillaries ✓

Objective A: Develop technical performance skills.

•	Explore and illustrate the expressive uses and potential of the voice and body to communicate an idea or a feeling.		
•	Explore and discuss the expressive uses and potential of other musical instruments and equipment to communicate an idea or a feeling.		
Objective B: Perform varied repertoire.			
•	Read/sing/play additional songs in class and describe the various rhythms, textures, modes, harmonies, and forms experienced.		
•	Read/sing/play excerpts of selected music in class and describe the expressive effects that can be used to create style and impact.		
STANDARD II: (Create): Students will improvise and compose music.			
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %	
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)
Objective A: Improvise rhythmic and melodic ideas and phrases.			
•	Create a different sequence of an existing song; e.g., AB, ABA, verse/chorus.		
•	Plan textures for a completed sequence.		
•	Add expressive qualities to the sequence; e.g., tempo, dynamics, stylistic effects.		
•	Present (perform/record) sequence in class and discuss the choices made.		
•	Organize timbres and sequences into phrases, e.g., build melodic patterns into a sequence of phrases, experiment with various instrumentations for the phrases.		
Objective B: Write original melodies.			

•	Finish partially written phrases.		
•	Write variations of a given phrase.		
•	Write a consequent phrase for a given antecedent phrase.		
STANDARD III: (Listen/Analyze/Evaluate): Students will expand music listening skills and use music vocabulary to analyze and evaluate music.			
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %	
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)
Objective A: Describe the elements of music.			
•	Demonstrate how expressive qualities within music affect its ability to communicate; e.g., dynamics, tempo, timbre, pitch, stylistic effects.		
•	Explain how time is used to communicate meaning in various musical selections; e.g., beat, meter, rhythm, accent.		
•	Describe how a melody conveys a message; e.g., types of motion (conjunct/disjunct), range of pitches, rhythmic motion, mode, lyrics.		
•	Illustrate how form communicates meaning in music; e.g., repetition, contrast, variation, introduction, coda, climactic sequences.		
•	Describe the texture; e.g., monophonic, homophonic, polyphonic, heterophonic.		
•	Analyze the harmony; e.g., dissonant, consonant, diatonic (type of mode), chromatic.		
Objective B: Analyze and evaluate musical examples.			
•	Demonstrate acceptable performer and audience etiquette.		
•	Describe music events/changes as they occur in recorded or live		

	excerpts; e.g., tempo, meter, harmony, dynamics, texture, form (AB, ABA, rondo, theme and variations, etc.), instrumentation.			
•	Describe the emotions and thoughts the music communicates and analyze how it does so.			
•	Compare and contrast music styles from a variety of cultures and time periods, including non-western music.			
•	Analyze and evaluate the difference between expressing personal preferences in music and critiquing a music composition or music performance.			
Objective C: Document personal growth as a musician.				
•	Keep a journal and/or write reflection on personal experiences in music.			
•	Select a piece of own completed work that most clearly illustrates progress and explain this choice to teacher and/or parents.			
STANDARD IV: (Discover Meaning): Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Examine how music relates to personal development and enjoyment of life.				
•	Evaluate how the study of music expands the ability to communicate with and understand others.			
•	Tell how music can be a joyful part of daily activities.			
•	Describe how making music together helps develop skills and success in working with others.			
•	Describe how self and/or class have used music to be of service to someone.			
•	Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.			
Objective B: Experience how music connects us to history, culture, heritage, and community.				

•	Explain how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.			
•	Explain what the music experienced above means personally.			
•	Play/sing/read and enjoy music related to various cultures, times, and places.			
•	Tell how music connects to other disciplines.			